DOCUMENT RESUME

ED 074 827 FL 003 841

TITLE	We Learn Together: A Small Group Process Manual for Secondary Teachers.
INSTITUTION	San Bernardino County Schools, Calif. Regional Project Office.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	72
GRANT	OEG-0-70-3499-280
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Bilingual Education; English; Grouping Procedures; Heterogeneous Grouping; Independent Study; *Manuals; Peer Relationship; *Secondary School Teachers; Second Language Learning; *Small Group Instruction; *Spanish; Student Grouping; Student Participation; Verbal Communication

ABSTRACT

The purpose of this manual is to illustrate the application of the small group process approach to bilingual education at junior high and senior high school levels. Chapters include (1) "The Group Process Approach," (2) "Skills Required in the Small Group Process Approach," (3) "Learning Environment," (4) "Grouping Procedures," (5) "Activities and Materials for Small Groups," and (6) "The Teacher's Role." Appendixes include a bibliography and checklist. (SK)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 074827

WE LEARN TOGETHER

A Small Group Process Manual
for Secondary Teachers

Edited and Published by

Regional Project Office
San Bernardino County Schools
505 N. Arrowhead, Suite 306
San Bernardino, CA 92401

Charles H. Herbert
Project Director

Roy C Hill, Superintendent of Schools

1972

FILMED FROM BEST AVAILABLE COPY

FL 003 841

PREFACE

The material in this manual was developed and adapted from a small group process manual, *EACH ONE LEARNING*, by Jean Baker, Joy Ross, and Barbara Walters. The examples of curriculum content and learning center materials were the efforts of several persons whose work was coordinated by Mr. Anthony Sancho, Curriculum Coordinator for the Regional Project Office. The editorial revisions were coordinated by Mr. David Otis, Coordinator, Editorial and Dissemination. Particular credit should be given to Mr. Sam Feldman, consultant to the project, for his editorial contributions in the re-working of the original manuscript; Mrs. Martha Hempstead, chairman, English Department, Pacific High School; and Mr. Robert Rose, teacher at Muscott School, San Bernardino, for their contributions to the materials in the learning centers.

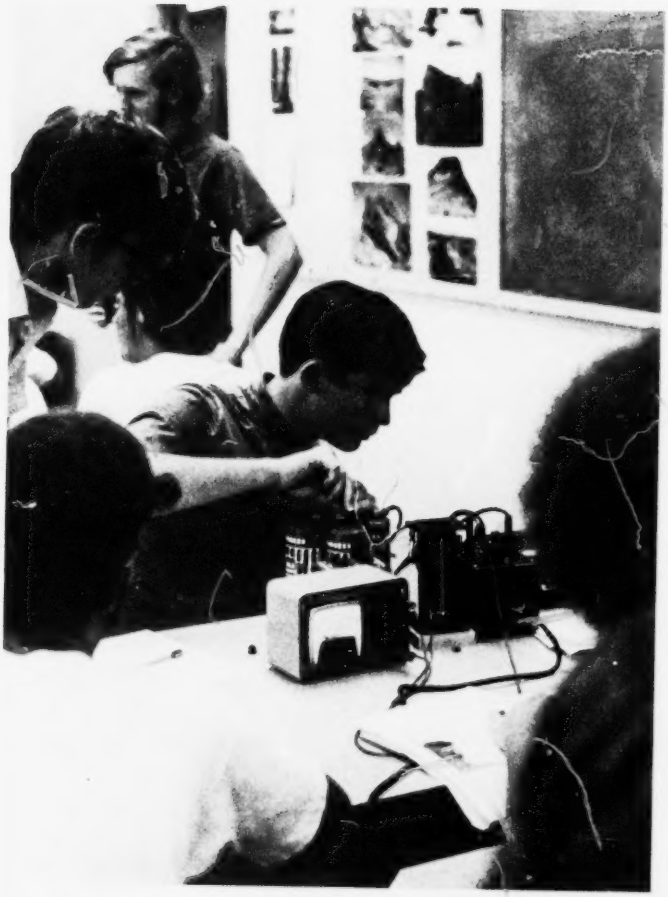
This manual and others have been prepared, printed, and distributed by the Regional Project Office, San Bernardino County Superintendent of Schools, under Grant No. OEG-0-70-3499 (280), Project No. P-14-0448-1. Requests for information concerning this or other materials should be addressed to the Regional Project Office, San Bernardino County Superintendent of Schools.

The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

		Page
Foreword		iii
Preface		v
The Group Process Approach		9
Skills Required in the Small Group Process Approach		13
Learning Environment		17
Grouping Procedures		25
Activities and Materials for Small Groups		35
The Teacher's Role		57
Appendix	A--Bibliography	63
	B--Checklist	66

In the interest of ecology, this manual was produced on 100% recycled paper.



... small, heterogeneous groups for optimal learning

I

THE GROUP PROCESS APPROACH

Small, heterogeneous grouping has proven to be a most satisfactory grouping approach to bilingual education. Heterogeneous grouping combines varied language ability, ethnic background, sex, and academic skill of students, and affords diverse teaching and learning possibilities. When heterogeneous grouping is coupled with small grouping—five or six students—the combination allows optimal learning to take place. The small, heterogeneous grouping approach facilitates the natural method of language learning by offering the potential for greatest utilization of environmental and social conditions of the classroom.

The advantages of the small, heterogeneous group approach to bilingual education are numerous. The most significant are listed below.

1. Students have more opportunity to learn *group participation skills.*

   In small heterogeneous groups, students can more readily learn and practice the skills of leadership, organization, behavior, management, communication and cooperation. In practice, these skills not only enhance group participation, but more important, they create in the student a self-awakening to the learning process itself. This awakening unencumbers his attitude about learning. These skills, practiced by each group member, require continuous language usage for their execution, which in turn complements the objectives of bilingual education.

2. Students are provided with many opportunities for *peer teaching and modeling.*

   In small heterogeneous groups, students can learn from one another perhaps as much as from any other source. The English speaking and Spanish speaking children are combined in each group, which encourages them to teach and learn from one another. The small group, unlike a large group, gives the skilled student the place as helper and the less-skilled student the opportunity to see and hear his peers performing. Thus, the students act as models for each other, socially, academically, and linguistically.

3. Students can learn *self-management skills.*

   The small, heterogeneous group allows for and necessitates more independence and responsibility on the part of each student. As each student learns the Group Participation and Leadership skills taught to the groups, the skills influence their self-behavior.

4. Students are provided with varied opportunities for *oral language development*.

   In small, heterogeneous groups, students may talk freely with peers, discuss problems and ideas, work out problems, and implement the ideas together. The teacher then can design activities which progressively encourage increasingly complex verbal responses from all the students. Thus, the small group provides not only the opportunity for students to learn from each other, but it directly promotes increased language learning and practice.

5. Students have more opportunity to engage in *manipulative and discovery activities*.

   In small, heterogeneous groups, all the students can participate fully in learning. Each student engages in manipulatory and discovery activities with concrete materials. Language development results as each student is encouraged and reinforced for verbalizing about his activities and for learning to classify, categorize and solve problems.

6. Students have the opportunity of *learning a second language*.

   In small, heterogeneous groups, students have more opportunity to practice listening and speaking. Language learning requires that the language be practiced consistently and intensively. The small group provides the natural language learning setting that is needed to stimulate and increase the practice of oral communication skills.

7. Students can benefit from *individualized instruction*.

   In small, heterogeneous groups, students work more independently, which frees the teacher to attend to individual needs more than would be possible in a large group. This situation allows the teacher to talk with individual children more often and in greater depth, affording them another opportunity for progress in language learning.

8. Students are awakened to greater *self-expression*.

   In small, heterogeneous groups, the encouragement of students to help and learn from each other decreases negative and increases positive feelings students have about themselves and their peers. They awaken to the possibilities of their own self-expression and effectiveness. This awakening enhances the students' ability and desire to express themselves through language.

...helping each other to learn

II

SKILLS REQUIRED IN THE SMALL GROUP PROCESS APPROACH

The small group process approach demands a high level of student effectiveness and expression. The demand arises from the nature of the approach, which requires that students spend the major portion of their time in small, autonomous groups without continuous adult supervision.* Since this approach is not practiced in traditional school settings, students who are accustomed to large class instruction will have to learn new skills and behaviors appropriate to small group instruction. The small group process approach helps students develop new behavioral skills which they need for a fuller expression of human effectiveness in group activities. The practice of new behavioral skills, in turn, frees the individual student to awaken to his own potential of self-expression and effectiveness.

The small group process approach does not *guarantee* greater student effectiveness and expression, but it does provide the environment and techniques for teaching and practicing the new behaviors that ultimately improve group participation and awaken each student to more active participation in the learning process. The effective student application of these new behavioral skills is essential to natural language learning in bilingual education which is explained in detail in a manual, *THEY HELP EACH OTHER LEARN*, and set of illustrative materials which have been developed by the Regional Project Office (see footnote, page 14).

The new behavioral skills taught to small groups are termed "Group Participation and Leadership Skills". When learned and practiced, they enable small groups (five to six students) to work autonomously from the whole. The skills are taught to the students through training lessons. Each small group training lesson is designed to teach specific behavioral skills necessary for the smooth functioning of a small group. To illustrate, the behaviors to be learned for Lesson I—"Reading and Understanding the Group Instructions" are:

A. Instructions will be *read clearly and loudly enough* for all to hear. (This may be done by the appointed leader or he may ask someone else in the group to do this.)

---

*The absence of adult supervision in small groups by no means suggests degradation in the teacher's role or a haphazard classroom environment run by students. However, it does suggest a change in the teacher's role from that of solely an imparter of information, to that of a facilitator of learning and an organizer and manager of the learning environment. The teacher's role in the group process approach will be presented in Chapter VI.

B. The reader of the instruction will *point* to the appropriate place on the instruction chart as he reads.

C. All other group members will *sit quietly* while the instructions are being read and will *look* at the person who is reading.

D. The leader will *ask* if there are any questions about the instructions.

E. The leader and/or group members will *answer questions* and *explain instructions*.

F. If there are no questions about the instructions, the leader will ask a question such as, *"Does everyone understand what to do?"*

The teacher introduces each training lesson by modeling the behaviors to be learned, then gradually encourages each group member, in turn, to model the behaviors through guided practice, and to participate in the activity. Each lesson may be learned in one session or many, depending on the time required to gain full participation by the group members. Each lesson is presented in the same manner.

Teachers who have used the small group training techniques reported that their groups functioned much more effectively following the training. They felt that this training should take place prior to the reorganization of the class and the classroom to accommodate the group process approach.

Through *leadership*, the child realizes such qualities as independence, originality, discrimination.

Through *cooperation*, the child becomes aware of helpfulness, respect and impartiality.

By *communicating* with his peers, the child learns motivation, participation, information seeking.

Behavior *management* builds responsibility, order and initiative.

Through *organization*, the child learns to plan, select and evaluate.

Four basic lessons used to develop group participation and leadership skills in elementary grade school children may be found in a separate manual, *THEY HELP EACH OTHER LEARN*, and in the charts that accompany that manual.*

---

*Regional Project Office, ed., *THEY HELP EACH OTHER LEARN, A Group Participation and Leadership Training Manual* (San Bernardino, California, 1971). Available at $1.75 a copy. Group instruction charts, a 12-piece set, in color, on 16 x 20 inch tagboard, available at $4.95 a set.

In addition, teachers may find useful a manual specifically oriented to junior high and senior high school students called *LEARNING DISCUSSION SKILLS*. This manual and the teacher's edition which accompanies it trains students in the composite skills of discussion, including those associated with leading and participating in a discussion session. The lessons presented in these manuals may be used as training sessions prior to the establishment of separate learning centers in a classroom.

The listing below suggests the range of skills that should be defined behaviorally and systematically taught if the open, multicultural classroom is to become a model of education for human effectiveness:

Cognitive Skills
Information-seeking
Problem-solving
Planning
Self-management
Decision-making
Task persistence

Interpersonal Skills
Leadership
Peer teaching
Cooperation
Respect for others
Awareness of and respect for cultural differences

Communication Skills
Listening comprehension
Oral expression
Reading comprehension
Written expression

...developing a new learning environment

III

LEARNING ENVIRONMENT

When shifting from a conventional teaching approach to the group process approach, one must be ready for change. The entire classroom environment must be altered to accommodate conditions conducive to the natural method of language learning. An attitude of improvisation and flexibility must be assumed in order to arrange materials and furniture—the entire learning environment—so as to facilitate small group procedures and the free flow of movement from group to group.

CLASSROOM FURNITURE AND EQUIPMENT

Flexible arrangement and utilization of furniture and equipment is necessary.

1. Tables and chairs are often arranged to accommodate small groups of four–six students. There is no need for a chair for each student, since activities vary enough to allow for students to work standing or sitting on the floor. Individual desks and chairs also may be grouped or clustered to create centers of interest or activity.

2. Activity dividers may be used to separate quiet and noisy sectors. Low screens, bookcases, study carrels, or room dividers (all of which may be homemade or purchased commercially) make suitable dividers between the different sectors. For even greater privacy for quiet activities, a small office, coat room or closet can be used, if it is available.

3. Storage areas for materials and books should be easily accessible to students. Low shelves, cupboards, bins, boxes, and cubbyholes, most of which are portable, should be placed in convenient locations at student level. These areas can be used to store necessary materials near or at each activity center, and to keep personal items of students.

4. Display areas like cupboard doors, chalkboards, over and under chalkboards and windows, backs of furniture, backs and sides of activity dividers, and halls can be used for the display of students' work, as well as for a wide variety of instructional displays reflecting the two cultures and languages.

5. Teacher's desk can be removed since the teacher's role in the classroom is one of action; the traditional desk is often no longer needed.

ORGANIZING LEARNING CENTERS

Learning Centers are areas established where furniture and materials are arranged to provide for specific types of activities for a group of four—six students. The centers can be developed around curriculum areas or organized in terms of projects and interests. The activities in the centers are arranged to ensure that the skills learned in one group activity will be practiced and generalized in others. These group activities encourage more peer teaching, social interaction and language practice than is normally found in the traditional classroom environment.

There are a variety of methods for organizing Learning Centers in classrooms. These methods will be briefly defined here.*

1. *The Open Center Approach*

   The open approach is one in which the room environment, activities and materials are structured, not the thinking or behavior of the students. Special activities and materials are arranged in each center to attract the students. The materials and activities are carefully designed and displayed to accommodate the varied skill levels of the students. Individualization of learning is paramount with this approach.

   Students are free to choose the Learning Center in which they will work, and to determine the span of time in which they will work there. The children sign up for the more popular centers if the group at any one center becomes too large.

2. *The Structured Center Approach*

   The structured approach is one in which the membership in a group and the movement of the groups are arranged by the teacher. Members of each group are selected by the teacher, who uses a heterogeneous grouping technique. The groups are rotated through each Learning Center on a specific time schedule.

   The materials and activities in each Learning Center are highly structured. They are designed to meet varied skill levels. The fast or the slow child may use the same materials, but the two may not always perform the same tasks, due to individual differences. The activities may contain a conventional academic subject matter approach, encouraging oral language development and peer interaction, or they may utilize a 'discovery approach' which makes use of concrete materials and encourages experimentation and problem solving. Most activities require labeling, categorizing and describing (in written form or orally) in both languages.

---

*Should the reader wish to explore various Learning Center arrangements further, a "Bibliography" on Learning Centers may be found in the Appendix.

In the structured approach, the teacher's philosophy, background, skills and interests determine the nature and content of the activities of the Learning Centers.

3. *The Partial Center Approach*

The partial approach is one which permits teachers to use the small group approach in situations where full utilization of the approach is not possible. Teachers required to teach basic subjects in the traditional manner, for example, may use the Learning Centers for portions of the day or week, when the regular classwork is completed. The centers may be arranged to use either the open or the structured approach described above.

TYPES OF LEARNING CENTERS

Learning Centers may be developed around specific curriculum areas, or they may be organized in terms of specific projects or current interests. They may be temporary, organized for a special purpose, or they may be permanent. They may combine subject areas or they may treat them separately. How the Learning Centers are developed or organized is left to the discretion and ingenuity of the individual teacher.

In secondary schools that utilize departmentalized curriculum and classrooms, two basic arrangements of Learning Centers are possible: The first, would be one in which the class is divided into four or five small groups, all of which would be working on the same basic tasks. The advantages to such grouping would include those normally found in small groups as well as easier management of the small group for teachers who are just beginning handling a classroom divided into Learning Centers. The second, would be a classroom environment containing five centers, each of which would accommodate a small group of students who would be accomplishing different tasks. For example, in a science classroom at high school level, four different experiments could be proceeding at four different Learning Centers. In an English class at the junior high school, the four or five Learning Centers might each be focusing on different activities involving oral language, listening comprehension, writing, reading, or a lesson in grammar. The advantage in such an arrangement is that, once the Learning Centers have been established, students may work in the centers until they have completed the tasks and then move to another center to begin another. By changing the task in each of the centers approximately once a week, the teacher can teach the class involved in small groups at all times.

The following is a list of the different types of Learning Centers and their composition. Many other types could be organized to meet the unique needs of a classroom.

1. *MUSIC*

- music book
- piano
- autoharp
- bells
- percussion instruments
- pictures of instruments in orchestras and bands
- felt pens
- paper
- phonograph
- records or tape recordings
- paints
- brushes
- folders

2. *LISTENING*

- tape recorder
- record player
- headsets
- story records
- tapes
- paper
- pencils
- books to correlate with records and tapes

3. *WRITING*

- notebooks and paper
- language experience pictures
- construction paper
- stationery
- envelopes
- postcards
- pencils
- ball point pens
- felt tip pens
- erasers
- paste or glue
- scissors
- tape
- stapler
- paper clips
- brass fasteners
- magazine pictures
- magazines
- story starters
- newspapers
- writing samples
- word cards
- sentence strips
- typewriter
- tape recorder and tape
- overhead projector and transparencies
- chart tablets
- printing set
- ink pad and stamps
- picture dictionary
- dictionaries
- children's word cards or dictionaries
- tracing pads (mylar sheet with samples underneath, for writing practice)

4. *ART*

- paper (tissue, construction, newsprint, manila, onion skin, bond, tablet, newspaper, wallpapers, contact, cardboard and graph)
- clay
- beads
- tempra paints
- yarn
- playdough
- crayons
- watercolors
- thread

ART (continued)

- buttons
- brushes
- scissors
- paste
- and many objects for scrap art, easel, display area, paper cutter
- string
- finger paints
- glue

5. *SCIENCE*

- posters
- pictures or signs labeling the center
- magnifying glass
- magnets
- compass
- leaves or plants
- mechanical things which can be taken apart
- display area for records of children's activities in the center
- shell collections
- other collections
- things to taste or smell
- books about science
- paper and pencils
- children's work displayed
- microscopes
- pendulums
- rock collections

6. *MATH*

- rock collections
- buttons
- beans and junk for counting and set activities
- lined paper
- plain newsprint
- construction paper
- newspapers
- magazines
- counting frames
- number lines
- measuring devices–scales (three types and sizes)
- all sizes of containers
- boxes
- bottles
- calipers
- clocks
- egg timer, minute minder
- sand or rice for measuring
- calendar
- film and games on math
- individual notebooks or folders (math skills checklist, worksheets, space for recording findings and observations)
- assignment cards
- cardboard shapes
- geometric shapes (wood or plastic)
- graph paper
- rulers, tapes (cloth and metal)
- measuring cups and spoons
- thermometer
- protractors
- sundial
- stop watch

7. *SPANISH*

picture file
tapes
tape recorder
headsets
record player
charts of colors
numbers
vocabulary labels for room objects
games (Bingo, Lotto, matching)
records
puppets
collections of objects for identification
children's work labeled or written in Spanish, charts and displays
story books in Spanish
instructions written in Spanish

8. *READING*

table
rug or floor covering
chairs
newspapers
books in Spanish and English, class books
basal readers
supplemental readers
story books
magazines

...teaching leadership skills

IV

GROUPING PROCEDURES

In the group process approach, the teacher influences learning by manipulating the environment and circumstances that affect students' learning. This influence varies according to the type of Learning Center approach (see Chapter III, page 17) used.

With the *Open Center Approach*, students group themselves by their preference for particular activities. The teacher's influence in helping students develop positive, strong behaviors and skills is indirect, apparent only through her organization of materials in the Learning Centers and the incidental work with students as they work in the centers. The *Structured Center Approach*, on the other hand, requires that the teacher train the students in group participation and leadership skills, organize Learning Center materials and activities, and select members for groups. In this approach, the teacher has a more direct influence on the behaviors and skills being formed by the students.

In moving toward small group instruction, it is recommended that the *Structured Center Approach* be employed first. When the students have learned the group participation and leadership skills, they are ready to start moving into the *Open Center Approach*.* This chapter suggests only the grouping procedures employed when organizing the *Structured Center Approach*.

There are several factors to consider in selecting group members, since to be truly heterogeneous, the students in each group should be varied with respect to many characteristics. The teacher should be sure each group includes students who can model strong behaviors and skills.

FACTORS IN GROUPING

Factors to consider in selecting grouping fall into three categories:

1. *Determination of Growth Needs in Groups*

   The first step in selecting groups is to decide the area of intellectual (academic) or psychological (personal) growth that will be the focus for each group. The teacher should ask, *"Why am I putting the*

*The *Partial Center Approach* is not mentioned here, since it is an adaptation of either the *Open* or *Structured Center Approach*.

students in groups?" There often may be more than one reason or purpose for forming a group. Several groups may work toward the same goals or skills at the same time, or they may be developing varied skills. When the growth needs are determined, the selection process is made easier.

For example, the primary growth need when starting the group process approach may be to help the students improve in group functioning and behavior management skills. Students who are strong models in desirable behavior management skills, and who function favorably in group situations, would be placed in groups with students who need growth in these areas. The growth needs may be in the area of better study habits, specific academic skills, language or a combination of these. The need may be one the teacher finds to be unique with a particular group of students. In a bilingual program, language development always should be incorporated as a complementary growth area in all situations where it is practical.

2. *Distribution of Skills and Behaviors*

After determining the growth needs, the teacher can consider the distribution of skill and behavior factors that combine to create a balanced, small, heterogeneous group. The emphasis is now placed on finding the right combination of behaviors and skills that will best meet the growth needs of the groups. There are four basic skill and behavior factors to consider:

A. *Language background and ability*

An attempt should be made to distribute Spanish and English speaking students equally in each group. This supports the basic premise of the natural method of language learning that students can learn a second language from one another.

B. *Sex*

There should be an equal combination of girls and boys in each group, if possible. This helps maintain a good balance of behavior in each group.

C. *Group participation skills*

Task persistence, communication, behavior management, leadership, and cooperation are some of the group participation skills vital to successful group activity. The distribution of students possessing these strong participation skills with those needing to develop these skills expands the effectiveness of both through the process of peer interaction, model-

ing, and teaching. This factor is basic to the group process approach in bilingual education.

D. *Academic skills*

Academic strengths and weaknesses of students should be considered, especially reading skill. A balance between factors should be present in each group.

3. *Guides in Selection*

To help the teacher in the assessment of behaviors and skills, certain guides for selection may be utilized.

A. *Sociograms*

Sociograms provide the greatest aid to the teacher selecting groups, by locating isolates of a particularly strong or weak behavior. The isolate with a strong behavior or skill can be selected for a group which needs a model in that particular area. Likewise, the isolate with a particularly weak behavior or skill can be placed in a group with a balance of children who will model the complementary strong behavior.

B. *Skill tests*

Skill tests, indicating students' academic strengths and weaknesses are useful in balancing out the groups.

C. *Anecdotal records*

Anecdotal records are useful in identifying behavior patterns of individual children. Not only can they help with the initial selection of group members, but they can aid in maintaining on-going records of students' progress in groups.

D. *Students' preferences*

Students' preferences to work with specific peers should be an important factor in the selection process. If the students work together well, without interfering with one another's progress, why separate them?

E. *Classroom behavior observations*

Observation of current classroom behavior helps clarify individual students' behavior and skill patterns that may be over-emphasized or de-emphasized in other forms of evaluation. It is a good balancer in the final selection process.

GROUP ACTIVITIES

After determining the growth needs and selecting the student composition of each group, appropriate group activities should be outlined for each group. Since this is an important step in itself, Chapter V is entirely devoted to the subject of Group Activities. Chapter IV will continue the explanation of Grouping Procedures, with the section following on Grouping Techniques. It should be noted, however, that the teacher will not use Grouping Techniques until the selection of appropriate Group Activities has been determined for each group.

GROUPING TECHNIQUES

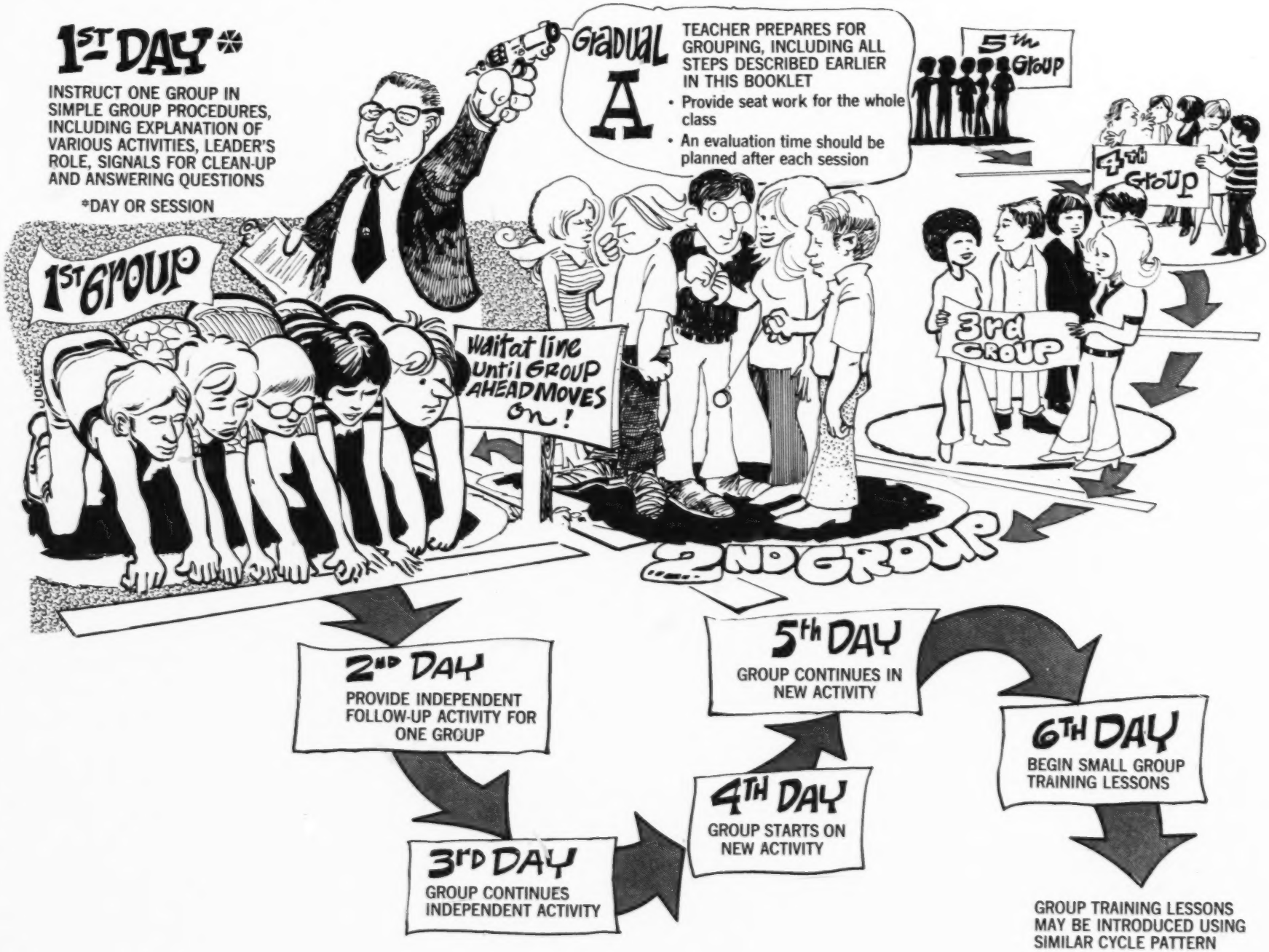
Changing from a conventional classroom approach to the group process approach requires a commitment on the part of the teacher. The commitment should be a total one if there is to be a successful grouping experience for the children, as well as for the teacher. There are numerous techniques for changing from a conventional classroom to one composed of small, heterogeneous groups. Four techniques will be presented here—three employ a *gradual* progression of steps, while the fourth uses a rapid method.

The gradual techniques allow a day to a week to work the entire class into groups. The rapid technique moves the entire class into group activities at once. The teacher may discover advantages and disadvantages to each technique, but is free to select or modify the technique which best suits the immediate situation. In either case, the maturity of the students, the teacher's background in grouping, tolerance for noise, and unique preferences must be considered.

The four grouping techniques are categorized as Gradual A, Gradual B, Gradual C, and Rapid. Gradual Techniques A and B suggest procedural steps which can be completed in one day, or introduced partially each day for one week. Since actual practice in grouping is the key to success, the teacher is encouraged to continue until the entire class is functioning smoothly in small groups. The leadership and group participation training skills may be introduced incidentally, as needs arise, and/or formally, once the entire class is functioning in small groups.

Gradual Technique C suggests teaching the leadership and group participation training lessons as an integral part of the steps to grouping. The training lessons should be introduced and practiced daily until all the groups have completed them. Since the training lessons are so concentrated, it is suggested that Gradual Technique C be used with mature students.

The Rapid Technique suggests a procedure for moving the entire class into small groups simultaneously. Effective pre-planning and entire group preparation for the change will make this rapid transition successful.


1ST DAY*
INSTRUCT ONE GROUP IN SIMPLE GROUP PROCEDURES, INCLUDING EXPLANATION OF VARIOUS ACTIVITIES, LEADER'S ROLE, SIGNALS FOR CLEAN-UP AND ANSWERING QUESTIONS
*DAY OR SESSION
Gradual
A
TEACHER PREPARES FOR GROUPING, INCLUDING ALL STEPS DESCRIBED EARLIER IN THIS BOOKLET
• Provide seat work for the whole class
• An evaluation time should be planned after each session
5th Group
4th Group
3rd Group
1ST GROUP
Wait at line Until GROUP AHEAD MOVES On!
2ND GROUP
2ND DAY
PROVIDE INDEPENDENT FOLLOW-UP ACTIVITY FOR ONE GROUP
3RD DAY
GROUP CONTINUES INDEPENDENT ACTIVITY
4TH DAY
GROUP STARTS ON NEW ACTIVITY
5th DAY
GROUP CONTINUES IN NEW ACTIVITY
6TH DAY
BEGIN SMALL GROUP TRAINING LESSONS
GROUP TRAINING LESSONS MAY BE INTRODUCED USING SIMILAR CYCLE PATTERN

Gradual A, illustrated on the opposite page, represents a basic technique for introducing small group process into a previously conventional classroom setting. Instruction in simple group procedures, as shown in the chart, includes an explanation of various activities, the leader's role and signals for clean-up and asking questions.

Graduals B and C, as discussed on page 28, are similar. Gradual B follows the same daily schedule as Gradual A, except that the teacher provides easy, independent activity, instead of formal group procedure instruction. Gradual C integrates group participation training lessons for the whole class with independent small group activity.

The Rapid Technique should be used in a class mature enough to assimilate small group process and group participation training lessons together—when such lessons are presented, with few exceptions, for the entire group.

In the first "rapid" session, the teacher explains the leadership role to designated student leaders after the rest of the class is assigned seat work. (This small group learns that the leadership role is one of helping the teacher pass out supplies, read directions, answer questions and clean up.)

The entire class is brought together again for the second session and told of the general workings of groups. (See explanation of group procedure for Gradual A.) All groups are assigned easy, independent activities for the third session.

The teacher conducts an evaluation discussion with the entire class during the fourth session. The first group participation training lesson is the subject of the fifth session. The whole class remains together for this session.

The class is separated into small groups again for the sixth session in which each group continues work on easy, independent activity. Another evaluation discussion, involving the whole class, completes the seventh and last session.

Once the whole class has completed the first seven sessions, the teacher then begins group training lessons for small groups, using any of the gradual techniques already described.

ON-GOING CONSIDERATIONS

Once the class is operating comfortably in small groups, and group training lessons have been completed, it is time for the teacher to step back and take a careful look at the results. There is a need to assess the group composition, establish record systems, and provide for new activities.

Assessment of Group Composition

Assessing the group composition is an important consideration after the children have adjusted to grouping procedures. Usually a time span of two weeks to a month should be allowed for children to learn and to adjust to the group before assessment is considered and rotation takes place. This procedure should continue throughout the school year. The following questions should prove helpful: *"Why are these students placed together?", "Are these groupings successful? Why or why not?",* and *"Are the groups productive?"* Answers to these questions should help the teacher begin to note strengths and weaknesses in the operation and composition of each group. These strengths and weaknesses should indicate the need for making adjustments in groups or completely regrouping.

Establishment of Record Systems

Record systems help in maintaining well-balanced group compositions. Record systems should be established for each student, and the student can help in keeping them. The record systems may be:

(1) cumulative work samples in folders
(2) anecdotal records
(3) students' progress charts
(4) evidences of free choice preferences
(5) any other system conceived by the teacher

Whole Class Activities

Even though the emphasis has been placed on small group activity, there are occasions to come together as a whole group. Large group activities help maintain the class identity, save time, and provide a welcome change of routine for both the children and the teacher. Some appropriate activities for the whole class are:

(1) beginning the day together
(2) sharing experiences
(3) receiving general instructions
(4) evaluation—(end of day or period)
(5) music and related activities
(6) games and team sports

...a small group approach

V

ACTIVITIES AND MATERIALS FOR SMALL GROUPS

In the beginning steps of transforming the room environment and training students for effective group participation, it is helpful to take a good look at where the students are and where they are going. This will set the tone for the selection of appropriate group activities.

If students are accustomed to a traditional classroom—one in which assignments are primarily given to the whole group to be completed individually by each class member, where students request needed help from the teacher, and where each individual student is responsible for completing the assignment without interrupting other class members—then group activities might best start at a simple level. If students are already accustomed to small group experiences, then the teacher should look carefully for the evidence or absence of any of the group participation and leadership skills in students' behaviors, and select the appropriate level of activities accordingly.

The students are going to be lead into an approach in which activities are provided for each specific small group in the classroom, where individual group members request needed help from one another as well as from the teacher, and where group members are responsible for cooperating with one another in the completion of the activities.

In the group process approach, the primary goal is to lead students toward autonomous small group activity. The goal is accomplished partially through the teaching of "Leadership and Group Participation Skills" and the orderly assignment of activities commensurate with the group's needs and progress. The goal will be achieved through *practice*. In an attempt to lead students toward success in small group participation, the teacher has available three stages of activities. Each stage—simple, intermediate and complex group activities—helps move the students gradually and naturally toward effective small group activity and interaction.

SIMPLE GROUP ACTIVITIES

Simple group activities are used when beginning group activities in the classroom. In these activities the leader reads the detailed instructions (or selects someone to do so) and makes sure that the instructions are understood. The

remainder of the group participates by following the directions and practicing the group participation skills that were introduced in the first training lessons.

Some of the newly-learned group participation skills which students may begin to practice in the context of the simple group activities are stated below:

- simple peer interactions
- self-expression in oral language
- helping one another
- sharing materials
- cleaning up after each activity
- following simple written instruction (without the teacher's help)
- asking or answering questions
- listening to peers
- sitting quietly (when necessary)
- passing out materials
- obtaining additional materials (when needed)
- putting finished work in designated place
- reinforcing one another

The group members work individually in completing the activity, and each has his own product to turn in when finished.

INTERMEDIATE GROUP ACTIVITIES

Intermediate group activities are used after the group members have learned all the "Leadership and Group Participation Skills" and are noticeably practicing them. The leader again reads the written instructions. These may be less detailed than the instructions for simple group activities. The remainder of the group participates in a discussion of the instructions. The instructions may describe an activity which the group members can complete individually, or in pairs. Upon completion of the activity, all members of the group may participate in a discussion to record and evaluate the activity.

Additional group participation skills which children are able to practice at this level include participating more fully in group discussion, and recalling and evaluating.

COMPLEX GROUP ACTIVITIES

Complex group activities are used after the members of each group know the leadership and group participation skills well, and can work cooperatively with other group members. In these activities the leader reads the instructions, which are of a general nature, and then joins group members in the discussion of the steps or procedures to take in completing the activity. There is one activity or product for the small group to complete together. All group members participate in making decisions, taking turns, planning and evaluating.

The group participation and leadership skills brought into practice at this level are listed below:

all the skills listed under simple and intermediate activities
simple planning
simple decision-making
evaluating

MATERIALS

Materials needed for activities in the Learning Centers need only be appropriate for each type of center and may be as diverse as the teacher's resourcefulness and ingenuity can make them. The materials should be readily available to students and sufficient in number for the smooth operation of all group activities. This creates less dependence on the teacher.

1. *Manipulatory Objects and Aids*

   Manipulatory objects and aids, such as magnets, magnifying glasses, scales, various measuring devices, math aids, collections and writing materials should be available in great variety. This type of material enhances the categorization, classification and discovery experiences which are emphasized in the activities.

2. *Reference Books and Materials*

   Reference books and materials should be in evidence and easily accessible to students in their respective Learning Centers. Accessibility encourages their use for reference purposes. Textbooks no longer in use for large group instruction may be useful as reference materials.

3. *Materials Reflect Languages*

   The activities and materials planned for Learning Centers should elicit oral and written language. In order that the classroom environment reflect the two cultures and languages represented in the bilingual classroom, these suggestions may be followed:

   (1) Instructions may be given orally and written in both languages.
   (2) Students' stories written in both languages may be displayed.
   (3) Materials and activities in the centers may be designed to elicit oral and written expression in both languages.
   (4) Materials and books written in both languages may be made available.

(5) Calendars, clocks and charts in both languages may be displayed.
(6) Furniture, objects and materials may be labeled in both languages.

4. *Charts**

Two types of charts are present at the Learning Centers. One type shows the names of committee members who will be working at the respective centers at a specified time. Another type of chart gives written instructions for group activity. The instructions should be visible to all students and provide guidelines to enable them to work independently without a teacher or aide present.

PLANNING ACTIVITIES

When planning an activity for a Learning Center, the teacher should make sure that the activity meets the skill levels of the children, and the instructions be explicitly stated in order to insure the students' effective pursuance of the activity. An aid in planning is to ask questions concerning each activity. Questions such as these might be helpful:

(1) Does the activity have explicit directions in writing or some other form which will insure the prompt beginning of a group?
(2) Do the instructions tell, or does the student know, what to do if finished before proceeding to the next group?
(3) Do the instructions tell, or does the student know, what to do with the finished product?
(4)1 Are all levels of ability provided for?
(5) If there is more than one task to perform, does the student know that it is his responsibility to do as many as he can?

SELECTION OF ACTIVITIES

After determining the skill levels of groups, the selection of appropriate activities takes place. Activities for each representative type of Learning Center are presented on the following pages. The activities listed and described are for secondary students:

---

*See footnote on page 13.

...activities in art

ART

A. *TYPES OF ACTIVITIES*

Painting; weaving; sewing; embroidering; printing; sculpting; dyeing; making pottery, papier mâché, collages, dioramas, macrame, mobiles, designs, mosaics, etchings, crayon and chalk works

B. *SAMPLE ACTIVITIES*

SIMPLE GROUP ACTIVITY

Instructions: Making sock dolls or puppets

1. Stuff socks with cloth.
2. From opening, cut to heel and sew closed to make legs.
3. Tie heavy yarn around sock, three inches from toe, to make a neck
4. Cut two pieces from another cloth and attach to make arms-hands.
5. Use pieces of yarn or marking pens to make facial features, hair.
6. Sew cloth on or color designs for clothing.
7. Attach string from hands and/or head and legs.
8. Use puppets in a short play to dramatize a story.

Materials:

Socks, yarn, string, old pieces of clothing, colored marking pens, glue, needle and thread

INTERMEDIATE GROUP ACTIVITY

Instructions: Making a bulletin board

1. Each of you will be making "Life-Lines."
2. Each LL is identified by the color construction paper you use. Everyone in the group will be given eight sheets of the same color paper.
3. On those eight pieces you will draw realistically a "mood" from eight of your most significant life experiences. Those who wish may use cut-out magazine pictures pasted on the construction paper.
4. After all the LL's are completed, the group will interweave them into flowing patterns on the bulletin board.

Materials:

Colored sheets of 9" x 12" construction paper, magazines, glue, yarn, paint, chalk, crayons, scissors, art pencils

COMPLEX GROUP ACTIVITY

Instructions: Designing a "model" home

1. Discuss the best attributes of your present residence.
2. Determine what would be a modest, liveable house.
3. Write down the characteristics of this house, and each member of the group choose one or more rooms to design according to your stated ideas. You will design both the rooms and furnishings.
4. Follow a 1"-1' scale when designing the home, rooms, and furnishings.
5. Use cardboard boxes and cloth for the raw materials.
6. Cut out patterns using X-acto knives and scissors.
7. Glue rooms together when completed.

Materials:

Cardboard boxes, cloth, glue, X-acto knives, scissors, rulers, paint

SPANISH ART ACTIVITY

Instructions: Making a piñata

1. Inflate a balloon and cover it with papier mâché.
2. When the papier mâché has dried, deflate the balloon. Leave an opening so that the suspension rope may be tied to it.
3. Apply paper cones or other shapes to make the desired form of the piñata. For example, an animal shape would require the head, legs, and tail to be applied at this point.
4. Decorate the piñata form by applying colored tissue or crepe paper ruffling.
5. Attach suspension rope.
6. Use Spanish vocabulary and sentence patterns needed to complete the activity.
7. Gather information on the history of the piñata.

Materials:

Balloons, newspapers, liquid starch or paste, rope, tissue or crepe paper, scissors, masking tape

MUSIC

A. *TYPES OF ACTIVITIES*

Learning dynamics and notes; singing, dancing, playing musical instruments (piano, autoharp, tone bell blocks, drums, bells, student-made instruments); learning about musical instruments; learning about orchestras and bands; forming a small musical group; composing music; making scrapbooks of instruments and music concepts

B. *SAMPLE ACTIVITIES*

ACTIVITY ONE

Instructions: Learning about instruments

1. Use reference materials to find out how the various instruments are made.
2. Draw or make a word picture of the processes involved in making the instrument of your choice.
3. Explain to the group your drawing or information on how the instrument is made.
4. Listen to an orchestral selection of the group's choice. Identify your own instrument as it plays.

Materials:

Reference reading materials, encylopedias, drawing materials, records, phonograph

ACTIVITY TWO

Instructions: Using the tone bell blocks

1. Take two tone bell blocks.
2. The group chooses a musical selection.
3. Familiarize yourself with the song and when you are to come in.
4. Play the selection as a group.

Materials:

Tone bell blocks, mallets, song books or sheet music

ACTIVITY THREE

Instructions: Making instruments

1. Each student will make his own instrument.
2. Using your own eight bottles, fill them full, 7/8ths, 6/8ths, etc., with water.
3. Each person in your group will use a different set of bottles (Coke, 7-Up, Wesson oil, etc.).
4. The group will familiarize itself with the sounds each set makes, then make up a mutually satisfying melody.
5. Write the "bottle" number-notes on a large sheet of paper.
6. Play the group's composition together.

Materials:

Many sets of eight bottles, water, large piece of paper, mallets

ACTIVITY FOUR

Instructions: Learning about Latin American music styles

1. Listen to traditional music of various Latin American countries. For example: the Argentine tango, the Columbian cumbia, and the Mexican jarabe.
2. Gather information and discuss the history and emergence of these unique styles of music and the influence other cultures have had on their development. (This may be done in Spanish.) For example: the Indian and African influences on the development of the Columbian cumbia.
3. Discuss the differences and similarities in rhythm patterns and instruments used to produce this music.
4. Compile a notebook of the information and discussion proceedings on these various styles of music.
5. Use Spanish vocabulary and sentence patterns needed to complete the activity.

Materials:

Tapes or recordings of Latin American music, tape recorder or record player, reference books on this music, paper, pencils

MATH

A. *TYPES OF ACTIVITIES*

Working with sets and sub-sets; equating; graphing; estimating; measuring; labeling; developing tests; making formulas; studying probability and prediction; dealing with relevant math situations from daily life

B. *SAMPLE ACTIVITIES*

ACTIVITY ONE

Instructions: Making a diagnostic test

1. Your group is going to make up a simple diagnostic test for sixth graders.
2. Each of you make up a practical word (thought) problem in all four processes (+, −, X, ÷) in whole numbers, common fractions, and decimals.
3. After you complete your problem, give it to the other members of your group to see if the problems are clearly stated and valid.
4. Discard any problem that half of the group misses.
5. Replace and test out substitute problems.
6. Combine all problems of the same class and make up a master test.

7. Try it out on several different sixth grade classes.
8. Discuss the difficulties of "standardizing" tests.

Materials:

Paper, pencil, math books

ACTIVITY TWO

Instructions: Making budgets

1. Imagine yourself married and earning $400 a month.
2. You will be the budget maker for your family.
3. Make out an exact budget so that every dollar is accounted for and all personal and family needs are met.
4. Compare how the money is spent by each group member.
5. What necessities didn't each one consider or misconceive the cost of?
6. What does a budget tell about your personal value system?

Materials:

Paper and pencil

ACTIVITY THREE

Instructions: Making formulas

1. Math is occupied with making generalizations about relationships.
2. Select a section from a newspaper; sports, national or local affairs, etc.
3. Make up five formulas that establish a probability or a relationship you have discovered. For example: Drunken driver (DD) cries at scene of accident (A). He said he didn't mean it, but his car (V) went out of control. Therefore; DD + V = A or Man (M) + booze (B) + car (V) = A.
4. Discuss your formulas.
5. Are they probabilities or absolutes (constants)? Why?

Materials:

Newspapers, paper, pencils

ACTIVITY FOUR

Instructions: Measuring and computing with the Metric (meter stick) and English (yard stick) systems

NOTE: Before doing this activity, the group should discuss these two systems. For example: differences and similarities between the two; uses of the two systems; countries using the systems; etc. It might be noted in bilingual classrooms that in Spanish speaking countries the use of the metric system predominates, thus making it essential for Spanish speakers to learn the metric terms in Spanish.

1. Take a meter stick and mark two meters on the doorway or wall, using chalk.
2. Take three (or more) girls, mark and measure their height in centimeters. Do the same with three boys.
3. Add up the total height of each group and get the averages.
4. Place this information on a chart labeled height in centimeters of boys and girls.
5. Measure the marks using a yardstick and compute the height in inches.
6. Chart the new information so that you can easily compare each student's height in inches, and in centimeters.
7. Compute the RATIO between inches and centimeters for each student. The ratio is now a CONSTANT and you have a CONVERSION FORMULA.
8. To check the validity of your constant, measure, in centimeters, two other students and predict (by calculation) their height in inches.
9. Verify your calculations by measuring them in inches.
10. Measure two more students using inches and predict their height in centimeters.
11. Verify your prediction by measuring them in centimeters. Can you think of any other ways of finding constants and deriving conversion formulas using the English and Metric systems?

Materials:

Meter stick, yard stick, chalk, paper, pencil

SCIENCE

A. *TYPES OF ACTIVITIES*

Collecting and labeling rocks, shells, leaves, animals, insects, plants, and anything else that can be classified; observing, comparing, categorizing; looking up information in books, films, magazines, taking field trips, doing experiments; recording findings; graphing; charting; making pictures and models; gathering data; making scrapbooks; analyzing; synthesizing; and evaluating data

B. *SAMPLE ACTIVITIES*

ACTIVITY ONE

Instructions: Comparing use of language in different settings

1. Take one different history book for each person in the group. Turn to the second page of the second chapter.

2. Analyze the first two sentences in the second two paragraphs in terms of number of proper and common nouns, pronouns, verbs (whether active or passive), adverbs, and adjectives.
3. Do the same with an equal number of fiction stories.
4. Graph your selection separately, then combine the data into a group graph.
5. Compare results and discuss reasons for differences.
6. Write a group report explaining what the differences are between non-fiction and fiction in grammatical content—and why?

Materials:

History and fiction books, paper and pencils

ACTIVITY TWO

Instructions: People are more alike than different

1. Make up a genetic chart of your parents (or two family adults you know).
2. In the chart, describe their hair color and texture, eye color, shape of nose, shape of chin, shape of ears, skin shade. Describe their height-weight (at your age) and body type—obese, thin, athletic.
3. Chart your own physical characteristics.
4. From which parent did you inherit the most similar traits?
5. Exchange parent genetic charts with other members of your group.
6. Could your parents have given birth to other group members, considering the number of similar traits?
7. What does this tell you about alleged racial differences?

Materials:

Paper and pencil

ACTIVITY THREE

Instructions: Observing, organizing, labeling behavior

1. Observe a mouse for a half hour in its cage, being fed unshelled peanuts, being held by another member of the group, and being placed in the center of a large desk or table.
2. Organize and classify its movements (behavior) into specific life functions.
3. Discuss the differences in whatever terms your group members used to describe the animal's movements and how each one labeled them.
4. What do these differences tell you about how we "see" other people's actions and how we describe them?
5. Are some words more emotionally "loaded" than others? Why?

Materials:

A mouse and cage, unshelled peanuts, paper and pencils

ACTIVITY FOUR

Instructions: Discovering specific animals indigenous to South America and categorizing them according to their uses and dangers to man.

1. Take three maps of South America.
2. Label the countries on each map.
3. Investigate (research) three wild mammals that are used as major sources of food for Latin families.
4. By a method that you devise (color, signs, etc.) show the areas where these animals live.
5. Investigate three mammals that are major sources of transportation.
6. By the same method as above (Map 1) or another method show on Map 2 the areas where these animals live.
7. Investigate three animals that cause the most deaths and injuries to the people of South America.
8. On Map 3 use your method to show the areas where these animals are most destructive.
9. Use Spanish vocabulary and sentence patterns needed to complete the activity.
10. Which, if any, of these animals live in the United States. Are they used for food or transportation and are they dangerous?

Materials:

Three maps of South America for each member, colored pencils, pencils, rulers, geography books and books about mammals

ENGLISH LANGUAGE ARTS

A. *TYPES OF ACTIVITIES*

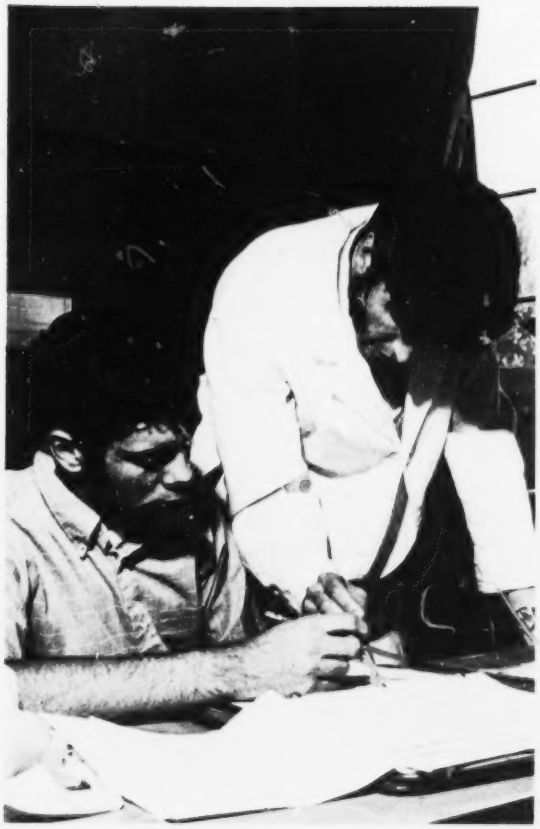
Creative writing, participating in discussions, studying literature

B. *SAMPLE ACTIVITIES*

ACTIVITY ONE

Instructions: Transformations of information

1. Read a short chapter in a science textbook.
2. Discuss the chapter with other group members to get the author's main ideas.
3. Organize the main ideas and subtopics into an outline.
4. Then, still working as a group, transform the outline (using the same ideas and vocabulary) into a summary.
5. Take the summary and transform it again, this time into question and answer form, still using the same information.



...creating writing activities

6. Discuss the different situations where one organizing method is better than others.

Materials:

Science textbooks, paper, pencils

ACTIVITY TWO

Instructions: Classifying elements of a story, predicting outcomes

1. Choose a different story of the same type; i.e., sports, animal, mystery, fantasy, etc.
2. Read the stories.
3. Summarize your own story for the group.
4. As a group, determine as many common elements of this type of story as you can.
5. Take a new story of this same type and see if you can PREDICT the plot, the sequence, the ending just from your understanding of the common elements, but using only the title and the first two paragraphs.
6. Check your ability to see implications by reading the entire story.

Materials:

Short story anthologies or textbooks of literature and reading

ACTIVITY THREE

Instructions: Listening for detail and writing a story ending

1. Select a group leader.
2. Listen to a tape of Ambrose Bierce's short story, "The Boarded Window." (Other short stories might be Richard O'Connell's "The Most Dangerous Game" or Shirley Jackson's "The Lottery".) The last line you will hear will be, "By the flash which lit up the room with a vivid illumination, he saw....." The story has five sentences following the completion of the interrupted one.
3. Keeping the same point of view of the author, write what you think the ending might be.
4. Compare your endings and discuss what details led you to that conclusion.
5. The leader then will read the ending Bierce gave to the story.
6. Listen to the tape again, observing carefully the details that give an indication of what the ending will be.
7. Discuss these details and how they contribute to the story.

Materials:

Tape recorder, head sets (if available), paper and pencil

ACTIVITY FOUR

Instructions: Making sure others understand what we mean

1. Select a group leader.
2. Decide on a topic about which the group would like to discover how other people feel. (e.g., drugs, alcohol, friendship, religion, school, etc.)
3. Decide to which groups you would like the survey to be given: e.g., sophomores, juniors, seniors, teachers, etc.
4. Construct a 10 to 15 question survey limiting the answers to such categories as yes, no, often.
5. Have the questionnaire duplicated and arrange for it to be administered.
6. Tabulate your results and evaluate each question as to how well each communicated with the people taking the survey. Rewrite each question to be clearer and more complete.
7. Present your results to the whole class.

Materials:

Paper and pencil, ditto masters

ACTIVITY FIVE

Instructions: Observing details

1. Select a group leader.
2. Study a selected picture for two minutes before it is removed from view.
3. List all the details in the picture which you can remember.
4. Compare all the various lists and then look at the picture again.
5. Write a paragraph describing the picture and using as much detail as possible.
6. Read and compare the papers as a group, listening for detail. Discuss the importance of details in descriptive writing.

Materials:

Paper and pencil; a picture—possible sources: "Come to Your Senses–A Program in Writing Awareness"—a filmstrip unit published by Scholastic Magazine; *Family of Man*—a collection of pictures edited by Edward Steichen; slides of your own; pictures from *Life* magazine

ACTIVITY SIX

Instructions: The use of auditory perception in creative writing

1. Select a group leader.
2. Listen to a piece of music.
3. Write a story based on what you "saw" in your mind as evoked by the music. In each story the following questions should be answered:

a. What is happening in the music?
b. What are the people feeling?
c. What happened to lead up to this? (if applicable)
d. What will happen next? (if applicable)

4. Read your paper and compare the differences in perception. Draw some conclusions about the nature of perception.

Materials:

Record or tape of music such as *Bolero* (Ravel), "Pines of the Appian Way" (Resphigi), *Afternoon of a Fawn* (DeBussy), "The Great Gate at Kiev" section from *Pictures at An Exhibition* (Moussorsky), *Scherezade* (Rimsky-Korsakov), *Les Preludes* (Liszt), *The Moldau* (Smetana); tape recorder, record player, paper, pencils

ACTIVITY SEVEN

Instructions: The impact of the various genre in writing

1. Select a group leader.
2. Go over the passage as a group, defining words that are not clear as to meaning. Discuss what the paragraph is saying and what importance it has in the book or story.
3. The leader then should direct each student to write either a poem, a scene for a play, or an essay in which essentially the same ideas are presented. A group of six students then should have two poems, two essays, and two scenes.
4. Read your work to the others. The final discussion then should move toward evaluating what each of the four genre can accomplish in terms of impact on the reader and the function of language in each of the genre.

Materials:

Paper and pencils, a crucial or climatic passage from a novel or short story the students have read

The following passage from James Joyce's *Portrait of the Artist as a Young Man* worked well with one senior group:

> This spirt of quarrelsome comradeship which he had observed lately in his rival had not seduced Stephen from his habits of quiet obedience. He mistrusted the turbulence and doubted the sincerity of such comradeship which seemed to him a sorry anticipation of manhood. The question of honour here raised was, like all such questions, trivial to him. While his mind had been pursuing its intangible phantoms and turning in irresolution from such pursuit he had heard about him the constant voices of his father and of his masters, urging him to be a good Catholic above all things. These voices had now come to be hollow sounding in his ears.

When the gymnasium had been opened he had heard another voice urging him to be strong and manly and healthy and when the movement towards national revival had begun to be felt in the college yet another voice had bidden him be true to his country and help to raise up her fallen language and tradition. In the profane world, as he foresaw, a worldly voice would bid him raise up his father's fallen state by his labours and, meanwhile, the voice of his school comrades urged him to be a decent fellow, to shield others from blame or to beg them off and to do his best to get free days for the school. And it was the din of all these hollow sounding voices that made him halt irresolutely in the pursuit of phantoms. He gave them ear only for a time but he was happy only when he was far from them, beyond their call, alone or in the company of phantasmal comrades.

LANGUAGE ARTS

SPANISH

A. *TYPES OF ACTIVITIES*

Vocabulary building; listening to stories; reading and dramatizing Spanish materials; writing Spanish; participating in discussions; promoting cultural awareness and understanding

B. *SAMPLE ACTIVITIES*

ACTIVITY ONE

Instructions: Dramatizing Spanish reading materials

1. The group is to choose a short story they all enjoy and like reading aloud.
2. Choose a narrator and players to portray the main characters.
3. Isolate the main sequence of events.
4. The narrator will connect them with two or three sentences to keep continuity.
5. The actors, using dialogue from the story or creating some from the characters' personality, write their parts of the script. Dramatize the emotional content.
6. Put it all together, practice it, and present to the class.

Materials:

Spanish short story, anthologies; paper; pencils; optional: Spanish tapes, records, pictures, costumes and props

ACTIVITY TWO

Instructions: Developing an unfinished story in Spanish

1. Listen with the rest of the group to a story that builds up to a crisis point and stops.
2. Discuss the events in the story, with the more fluent Spanish speakers clarifying any points that appear to confuse the rest of the group.
3. Develop clarifying a continuation and an ending to the story that all agree upon.

Materials:

Tape recorder, headsets, tape of unfinished story in Spanish, paper, pencils

ACTIVITY THREE

Instructions: Discussing Mexican social customs and values in Spanish

1. Group selects a topic. For example: Teen-age dating habits in Mexico.
2. Seek out information on this topic and cooperatively develop an outline plotting the major points of discussion.
3. The leader leads the group discussion, while the recorder writes down the discussion proceedings.
4. Place the record of the discussion in a notebook containing records of similar discussions. (This notebook may be used to plan other activities such as comparisons between Mexican and American customs and values.)

Materials:

Books containing information on Mexican customs and values, paper, pencils, notebook or scrapbook

...keeping track of student progress

VI

THE TEACHER'S ROLE

The most important contributor to the success of the group process approach is the teacher, for the teacher must be willing to accept a new role. This new role requires that the teacher become a *facilitator of learning* (rather than an imparter of information), a planner, record-keeper, an evaluator and a good motivator.

FACILITATOR OF LEARNING

As a *facilitator of learning*, the teacher organizes and manages the learning environment by designing a room environment and developing activities which promote peer teaching and modeling, group skills, acquisition of two languages, self-management and independent learning. Flexibility and optimism are required in order to permit children to learn from each other. The teacher should be knowledgeable of the cultural backgrounds of the students, and be ready to develop materials and activities based on these cultures.

Because evaluation of the effectiveness of the learning environment is necessary, the teacher must be responsive to how students react to the new setting. This will necessarily involve keeping records of students' individual progress and planning individualized and group activities based on these records. For example, recording of students' oral language throughout the year will enable the teacher to assess the child's progress in this area and better plan future activities.

The teacher also must be able to use behavior management techniques effectively, in order to provide a positive learning environment and ensure successful learning experiences for each student, no matter what his ability level. The identification of appropriate academic and social behaviors is important, and the teacher must be willing to systematically teach and reinforce these behaviors.

The teacher becomes more of a "listener" and less of a "talker". The teacher must learn to tolerate a higher noise level in a group process classroom.

PLANNING

All teachers understand the important function of planning. Planning is also an important function in the group process approach. In this approach, planning

for group activities is most efficiently done by writing plans on a large wall or desk-top chart. The purposes of this chart are:

—to have a written record of plans (to direct present and future activities and serve as a review of completed activities)

—to have a reminder of responsibilities (particularly when teacher aides and/or volunteers are used in the classroom)

—to have a convenient place for noting students' progress and future activities

—to have a space large and accessible enough to make changes when necessary

The chart is used to indicate such items as:

(1) kinds of activities for specific groups
(2) names of students in groups and their responsibilities
(3) lists of materials needed in specific groups
(4) comments to be added during evaluation
(5) follow-up plans

The wall planning chart is not only functional for the teacher and the students, but it allows visitors to the classroom to see at a glance what is going on.

EVALUATION

Evaluation on a regular basis is essential. This may occur at several levels:

1. The class members and the teacher should have an evaluation period daily. This time may be used for total class discussion, for sharing products and for planning the next activity session. The teacher may give direction to the discussion by asking questions such as these:

   (1) What did you like best?
   (2) Did you have any problems?
   (3) How could we make it easier to do that?
   (4) Would you like more time on that tomorrow?

2. Each individual student and the teacher may periodically evaluate the student's progress on a one-to-one basis. Students are trained in self-evaluation methods during these meetings as the teacher reviews the student's work samples, individual goals and progress. Any of the

record-keeping materials described earlier may be used during this evaluation process. This evaluation time is invaluable in diagnosing individual needs so that activities can be prescribed to meet those needs.

3. The teacher evaluates the learning environment which he or she has designed for its effectiveness in meeting the established objectives. The checklist in the Appendix may be useful for this type of evaluation.

ESTABLISHING THE PSYCHOLOGICAL ATMOSPHERE

Perhaps the most important task a teacher has is to establish a psychological atmosphere that is conducive to the social as well as academic growth of the students in the classroom. The group process approach to bilingual education is a challenging one because of the increased potentialities it seems to offer students for optimal human development. This is certainly no less true for bilingual education than for education in general. In fact, the student who reaches school to find an alien culture and language may be in even greater need of the positive development and psychological environment provided by this approach than is the student from the mainstream culture.

To teach the student in his dominant language is by itself perhaps only a minimal contribution to his full development as an effective human being. The broader interpersonal and cognitive skills which the group process approach emphasizes, including skills such as self-management, curiosity, task-persistence, decision-making, planning, helping and respecting others, may be of equal or greater significance to his ultimate happiness and human effectiveness.

Absolutely essential to this model is the day-to-day demonstration in the school of the importance and value placed upon the Spanish language, upon the culture of Spanish speaking peoples, upon black culture as well as other cultures represented among the students. There should be no difference in the extent to which the school environment encourages and reinforces Spanish as compared to English. Even extremely subtle distinctions may have strong influences among students' perceptions of the desirability and status of their language and their culture. This point cannot be emphasized too strongly. Students can be helped to achieve knowledge of and pride in their culture, and to experience feelings of cultural or ethnic identity through the use of culturally and ethnically relevant materials and activities. They also can be helped to become aware of, and to appreciate, the cultural and ethnic differences represented in their classroom. The encouragement of peer teaching, of helping and respecting others, can contribute to the achievement of these goals. Some of the very specific techniques by which this equality of status of languages, cultures, and ethnicity can be maintained have been outlined in a checklist, a copy of which is included in the Appendix.

The small group pattern also can provide a developmental milieu which promotes, through its emphasis on student leaders and independent group activities, the student's sense of autonomy. Erickson (1950) has described a central developmental task of early childhood as the development of this sense of autonomy. The school can support and encourage autonomy by providing small independent group environments which permit students to manage much of their own learning, to initiate choices and to assume responsibility for the consequences of these choices. Dual language skills and the development of autonomy and mastery behavior can contribute significantly toward this goal. The knowledge and control of one, two or more languages is not enough to permit a student to effectively control his own environment and thus his own life.

The group process approach also provides an atmosphere which maximizes opportunities for speaking and for hearing language spoken in the context of meaningful activities. Psychologically, communication processes and interpersonal relationships are strengthened in the physical and social intimacy of small group situations. The similarity between the small group interactions and family interactions may be significant in simulating the conditions under which a student acquires his native language.

A final factor important to the psychological atmosphere of the classroom is that of positive versus aversive management techniques. A student who is exposed to verbal, physical or psychological punishment in the classroom will not be able to learn effectively because of the adverse emotional responses which are triggered by such treatment. Frequent punishment, whether it is physical or the more frequently-used criticism and ridicule, is in fact, detrimental to learning, as it interferes with, and often blocks completely, behaviors such as concentration, attention and interest. A rewarding classroom atmosphere which uses positive methods of behavior control, and which assures all students of many experiences of success each day, must be an overriding goal of bicultural programs.

APPENDIX

APPENDIX A

Bibliography

Baker, Jean M., et al. *They Help Each Other Learn,* A Group Participation and Leadership Training Manual. San Bernardino, CA: Regional Project Office, San Bernardino County Schools, 1971.

Barth, Ronald. "Teaching, The Way It Is, The Way It Could Be," *Grade Teacher,* Vol. 87, pp. 97-101 (January, 1970).

Blackie, John. *Inside the Primary School.* London: Her Majesty's Stationery Office, 1967.

Bishop, Lloyd K. *Individualizing Education Systems.* New York: Harper and Row, 1971.

Central Advisory Council for Education (England). *Children and Their Primary Schools* (Plowden Report). London: Her Majesty's Stationery Office, 1967.

Clegg, A.B. (ed.). *The Excitement of Writing.* London: Chatto & Winds, 1964.

Dale, Edgar. *Building A Learning Environment.* Bloomington, IN: Phi Delta Kappa Foundation, 1972.

Dialogue, School Council Newsletter, No. 3, Schools Council, 160 Great Portland Street, London, W.I. N.

Drumheller, Sidney J. *Handbook of Curricular Design for Individualizing Instruction, A Systems Approach.* Englewood Cliffs, NJ: Educational Technology Publications, 1971.

Educational Development Center (55 Chapel Street, Newton, Massachusetts). EDC has a large number of free pamphlets available, including *Plan for Continuing Growth* by David Armington, which deals with the application of Infant School techniques in Follow Through programs; *Leicestershire Revisited* by William Hull, excerpts from the Plowden Report; and *Reading in Informal Classrooms* by Rosemary Williams.

Erickson, E.H. *Childhood in Society.* New York: Norton, 1950.

Eshensen, Thorwald. *Working with Individualized Instruction: the Duluth Experience.* Palo Alto, CA: Fearon Publishers, 1968.

Featherstone, Joseph. "The Primary School Revolution in Britain, How Children Learn," *The New Republic*, Vol. 157, pp. 17-21 (September 2, 1967).

———————. "The Primary School Revolution in Britain, Teaching Children to Think," *The New Republic*, Vol. 157, pp. 15-19 (September 9, 1967).

Findlay, Warren and Mirian Bryan. *Ability Group: 1970—IV Conclusions and Recommendations.* Dept. of Health, Education and Welfare, December, 1970.

Flower, F.D. *Language and Education.* London: Longmans Green & Co., Ltd. (48 Grosvenor Street, London WI).

Gross, Beatrice and Ronald. "A Little Bit of Chaos," *Saturday Review* (May 16, 1970).

———————— (eds.). *Radical School Reform.* New York: Simon and Schuster, 1970.

Hackett, Marie G. *Success in the Classroom.* New York: Holt, Rinehart & Winston, 1971.

Hudgins, Bruce Byre. *An Analysis of Laboratory and Classroom Group Functioning.* Washington University, 1962.

Institute for Development of Educational Activities (P.O. Box 446, Melbourne, Florida 32901).
IDEA has published a $1 pamphlet, *The British Infant School,* which summarizes the findings of a group of American, British, and Israeli educators. In addition, IDEA also will rent a 17-minute film on British Infant Schools at $10 for three days. Prints may be purchased for $120.

Isaacs, Nathan. "Children's 'Why' Questions," Appendix A in Isaacs' *Intellectual Growth in Young Children.* Routledge & Kegan Paul, 1930.

Kapfer, Phillip G. *Preparing and Using Individualized Learning Packages for Ungraded, Continuous Education.* Englewood Cliffs, NJ: Educational Technology Publications, 1971.

Lee, Doris M. "Do We Group In An Individualized Program?", *Childhood Education,* Vol. 45:68.

Mackay, David, Brian Thompson and Pamela Schaub. *Breakthrough to Literacy* (Teacher's manual, Children's Reading Materials). London: Longmans Grary, Ltd., 1970.

Marshall, Sybil. *An Experiment in Education.* London: Cambridge University Press, 1966.

Millar, Susanna. *The Psychology of Play.* Harmondsworth: Penguin Books, Ltd., 1968 (Pelican Series).

Morris, I.M. *Standards and Progress in Reading.* London: National Foundation for Educational Research, 1966.

Norris, William. "Some Practices in Grouping," *Childhood Education,* Vol. 45:68.

Peters, Margaret L. *Spelling: Caught or Taught?* Routledge & Kegan Paul, 1967.

Pinner, Frank A. *Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs.* Michigan State, 1966.

Rathbone, Charles H. (ed.). *Open Education: Selected Readings.* New York: Citation Press, 1971.

Richardson, Joan E. *Group Study for Teachers.* New York: Humanities, 1967.

Silberman, Charles E. *Crisis in the Classroom.* New York: Random House, 1970.

Slade, Peter. *An Introduction to Child Drama.* University of London Press, St. Paul's House (Warwick Lane, London EC 4), 1958.

Southgate, Vera and G.R. Roberts. *Reading—Which Approach?* Unibooks University of London Press, Ltd., St. Paul's House (Warwick Lane, London EC 4).

Yardley, Alice. Young Children Learning Series: *Reaching Out, Exploration and Language, Discovering the Physical World, Senses and Sensitivity.* London: Evans Brothers, Ltd., 1970.

Young, Michael and Patric McGeeney. *Learning Begins at Home* (A study of a junior school and its parents, with a foreword by Lady Plowden.) London: Routledge & Kegan Paul, 1968.

Wilson, L. Craig. *The Open Access Curriculum.* Boston: Allyn and Bacon, 1971.

APPENDIX B

Checklist

Yes	No	Comments	
			1. Are objects and furniture in the room labeled in both languages?
			2. Do students work in small groups most of the time?
			3. Are the small groups heterogeneous with regard to students' dominant language, verbal facility and ethnic background? (This facilitates peer teaching.)
			4. Are there student leaders for the small groups? (This teaches self-management and leadership skills and also facilitates language practice.)
			5. Have students received training in group participation and leadership skills?
			6. Are there many books and other instructional materials written in both languages and are they culturally and ethnically relevant?
			7. Are instructions to the students written in both languages?
			8. Are calendars for both languages displayed in the classroom?
			9. Does the teacher converse with the students in both languages?
			10. Are both languages used by the teacher during the regular routines and activities of the day?
			11. Does the teacher reinforce (give verbal approval to) students' oral expression of both languages in the classroom?

Yes	No	Comments		
			12.	Are students encouraged to teach their dominant language to the other students in the classroom?
			13.	Are culturally and ethnically relevant activities planned?
			14.	Do children write their own stories in both languages and are both displayed in the classroom?
			15.	Is communication with the home in both languages?
			16.	Are report cards written in both languages?
			17.	Are visitors to the classroom greeted in both languages?
			18.	Are students encouraged to label objects in the environment and to describe their own actions in both languages?
			19.	Are materials and activities presented which encourage a dual language usage from the students?
			20.	Are movies or videotapes shown in both languages and are they used for language development purposes?
			21.	Do the students use both languages with the frequency?
			22.	Do the students seem interested in acquiring a second language?
			23.	During free choice periods, do students choose language activities in each language equally?
			24.	Is oral and written language (in both languages) encouraged and reinforced during all classroom activities?

Yes	No	Comments		
			25.	Are successful adults from the cultural, ethnic and/or language backgrounds of the students brought into the classroom as visitors and models for the students?
			26.	Are the students' most strongly felt interests and concerns used as springboards and motivation for lessons?